

**Comprehensive School Reform  
Demonstration Program  
Implementing California Standards in  
Reading-Language Arts and Mathematics**

Public Law 105-78

CFDA 84.332A

**Request for Applications**

(Based on USDE Guidance, March 13, 1998)



Prepared by the

**California Department of Education  
Sacramento, California**

**April 19, 1999**

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**Comprehensive School Reform  
Demonstration (CSRD) Program  
District and School Support Division  
California Department of Education**

## **I. Overview of Comprehensive School Reform Demonstration Program**

### **A. Background**

The Comprehensive School Reform Demonstration (CSRD) Program is an initiative announced by the U.S. Department of Education (USDE). Approximately \$145 million was appropriated nationwide for the 1998-99 school year, \$120 million of which comes from Title I (Demonstration of Innovative Practices), and \$25 million from Title X (Fund for the Improvement of Education). Approximately \$15.5 million is expected to be made available for California applicants.

CSRD funds became available on July 1, 1998, and remain available to USDE for awards to states until September 30, 2000. Depending on the availability of future congressional appropriations, a school may receive CSRD funding support through its local education agency (LEA) for three years. That is, an initial award to an LEA for a particular school would be renewable for two additional years. Renewal is contingent on federal funding and the grantee's substantial progress toward meeting the program goals and benchmarks that are described in the LEA and school evaluation designs and that are aligned with California's Public Schools Accountability Act of 1999. Goals and benchmarks must address student achievement, other indicators of school performance, and model implementation.

Detailed information about the CSRD program is contained in the USDE *Guidance on the Comprehensive School Reform Demonstration Program* (USDE Guidance), which is included as Attachment I in this Request for Applications (RFA) packet. This initiative is often cited as Porter-Obey after its co-sponsors, John Porter and David Obey, Members, U. S. Congress. The legislative citation is Public Law 105-78. The CSRD legislation can be found in the USDE Guidance attached to this RFA.

### **B. California Statewide Framework**

The CSRD program strengthens reform in California by reinforcing the need for changes throughout the system and the importance of decision-making based on reliable research and effective practices. This section provides a description of the relationship between CSRD and current reform in California.

**1. Comprehensive, Thematic Reform.** The Improving America's Schools Act (IASA) of 1994 provides a thematic framework for reforming education in a comprehensive manner. California has focused on five themes to help ensure that all parts of reform are addressed at the school, LEA, and state levels. To achieve the synergy called for by the IASA statute, the

themes form interdependent parts of a whole; each supports the others to create a coherent, integrated, comprehensive program. The five themes listed below have been used to organize California's education reform efforts, the cornerstone for the leadership by the California State Board of Education (SBE) and the State Superintendent of Public Instruction:

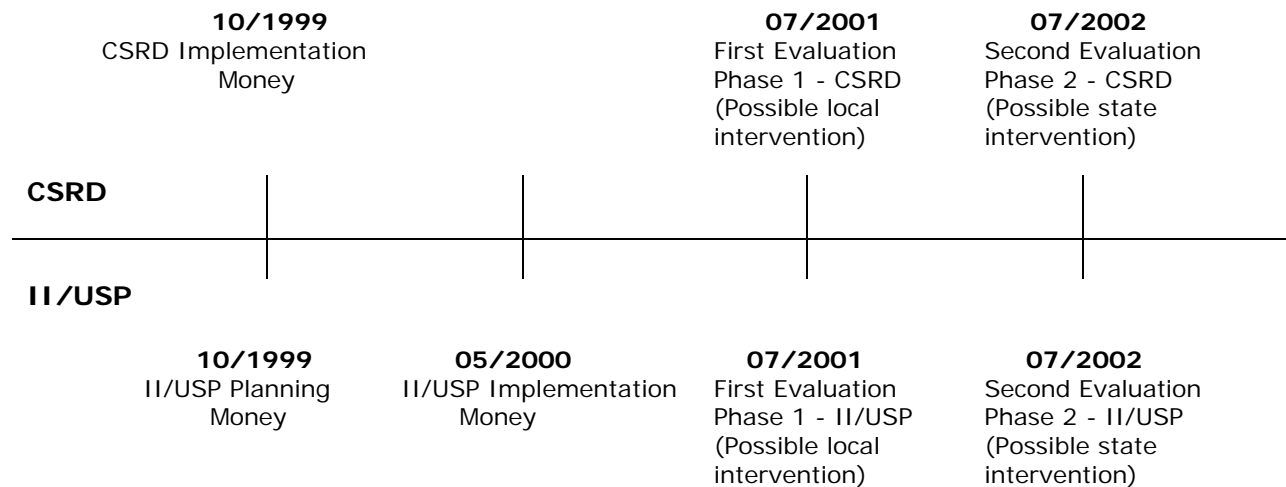
- California content standards for reading-language arts, mathematics, and other standards adopted by the State Board of Education, multiple assessments, and exemplary accountability procedures;
- Effective teaching and learning models and strategies that help every student achieve to standards;
- High-quality professional development to assist educators in acquiring the skills necessary to implement standards-based reform;
- Partnerships among schools, parents, families, and members of the community to foster student learning and facilitate reform; and
- Funding and governance structures that provide staff, parents, and communities with greater responsibility and flexibility to carry out local decisions and implement standards-based reform.

**2. California's Public Schools Accountability Act of 1999.** California's Public Schools Accountability Act of 1999 (Attachment V) is designed to ensure state and local accountability for school performance. The program includes three components: (1) the Academic Performance Index (API), consisting of a variety of indicators, to be used to measure a school's performance; (2) the Immediate Intervention/Underperforming Schools Program, to improve the state's lowest performing schools; and (3) the Governor's High Achieving/Improving Schools Program, which rewards schools that meet or exceed their target growth as set by the API.

According to the provisions of the Immediate Intervention and Underperforming Schools Program (II/USP) in the Public Schools Accountability Act, schools approved for CSRSD will be implementation schools for II/USP and comprise part of the 430 schools in II/USP. Participation in II/USP is restricted to schools identified in the bottom half of the statewide distribution on both the 1998 and 1999 Standardized Testing and Reporting (STAR) program achievement tests.

Space for CSRSD schools funded by Title I will be reserved for those schools identified for Program Improvement in 1998 and 1999, further ensuring that CSRSD will be directed at those schools most in need of reform. In addition schools eligible for Title X funding for CSRSD will be limited to schools participating in II/USP. Schools participating in CSRSD will be on the same accountability timeline as the planning schools in II/USP.

The following chart illustrates the accountability timeline for II/USP and CSRSD.



**3. Role of CSRD.** CSRD can provide a model for other schools participating in the state's Immediate Intervention/Underperforming Schools Program. CSRD's focus on academic achievement supports reforms directed at improving student performance. Its emphasis on evaluation facilitates the use of appropriate assessments and careful analysis of results. Further, CSRD's focus on research-based models and strategies ensures the quality of instructional improvement. Finally, by placing priority on schools in significant need of improvement, CSRD helps concentrate resources where they are needed most. Effective implementation of CSRD will provide research-based models to assist staff in low-performing schools implement reforms throughout California.

CSRD will be implemented in California just as LEAs and schools are responding to the establishment of California content standards for reading-language arts, mathematics, and other standards adopted by the SBE. The SBE is making adoption and implementation of these standards the focus of improving curriculum and instruction within the schoolwide reforms of CSRD. Thus, CSRD will play a pivotal role in furthering reform in California at a global level by emphasizing systemwide and schoolwide reform and at the instructional level by focusing on reading-language arts and mathematics as templates for reform throughout the curriculum.

California's approach to the Comprehensive School Reform Demonstration (CSRD) Program focuses on the implementation of California content standards in reading-language arts and mathematics adopted by the State Board of Education. It is tailored to meet the most critical needs of low-performing schools—namely, lack of student achievement in reading, writing, and mathematics. The priorities for this program are based on the premise that reading, writing, and mathematics skills are the gateway abilities that all students must possess to succeed in other areas of the core curriculum. Hence, competitive preference will be given to applicants who propose effective research-based methods and strategies designed to assist all students to achieve to California content standards in reading-language arts and mathematics adopted by the California State Board of Education.

Successful CSRD applicants in California must provide for strong and direct linkages between professional development and the acquisition of skills by students as defined in the California content standards for reading-language arts, mathematics, and other standards adopted by the State Board of Education as well as state frameworks, reading and mathematics initiatives, and companion documents. Professional development must be tied precisely to what teachers do in the classroom, and existing professional development monies and days must be integrated into a school's CSRD plan. Measurable results of student gains in reading-language arts and mathematics must be documented as the center of the evaluation component in the LEA and school applications.

CSRD applicants will be expected to describe their instructional programs with a focus on how the organization of instruction will support successful learning by all students including students performing below grade level, students living in poverty, linguistically and culturally diverse students, American Indian students, migrant students, students neglected by their families, students in the criminal justice system, students affected by violence or substance abuse, students who are homeless, and students with disabilities. Applicants are expected to integrate this new program into an overall, coherent system, including (1) materials, (2) professional development, (3) organization of the school day, (4) formative and summative assessment and diagnosis, and other areas addressed in the nine components of CSRD.

### **C. Purpose**

According to the U.S. Congress, the purpose of the CSRD program is to:

" . . . provide financial incentives for schools to develop comprehensive school reforms, based on reliable research and effective practices and including an emphasis on basic academics and parental involvement, so that all children can meet challenging state content and performance goals, (PL 105-78, H. Rept. 105-390). The Congress encourages the use of CSRD funds in schools in need of improvement under section 1116 (c) of part 1 of Title I."

The USDE Guidance further states that the intent of CSRD is "to stimulate schoolwide change covering all aspects of school operations, rather than a piecemeal, fragmented approach to reform." To be considered comprehensive, a program must integrate, in a coherent manner, nine specific components cited in the CSRD Legislation and outlined in Section B of the attached USDE Guidance. Further background information can also be found at the following California Department of Education (Department) Web site: <http://cde.ca.gov/iasa/csrd/> (Attachment II).

### **D. Standards for Administration**

The Department has established the following standards for the CSRD application process to ensure that only high-quality, well-defined, and well-documented CSRD programs are funded.

**1. Quality and Success.** The Department awards grants only to those applicants that describe the highest-quality research-based programs, matched with local needs, that integrate the nine components of CSRD. Funded programs must have total scores of 80 percent or higher. Thus, all available CSRD funds may not be awarded in the first funding

cycle.

The Department plans a three-year technical assistance effort designed to ensure effective implementation and evaluation of CSRD programs so that funded projects will have established CSRD model programs that have documented student success and maintained the fidelity of the research-based models used for reform.

**2. LEA Leadership.** The Department promotes LEA leadership in discerning how best to use its resources to assist its schools to develop high-quality applications. The goal is for the LEA to select and rank only the best candidate school(s) for its CSRD application based on the need for reform; quality of the school's CSRD program based on a research-based model that integrates the nine components; and the schools' readiness to initiate reform. The competition is designed to foster LEA leadership in developing applications from schools with which the LEA believes it can facilitate a relationship designed to ensure success throughout the three-year CSRD program.

An LEA's **ranking** of its schools is important because schools will be chosen for CSRD funding as individual units, and budgets will not be negotiated by the Department to allow for funding additional schools after the application review. For example, if available CSRD funds permit a school in the first rank to be funded, the Department will not reduce that budget to allow for the second-ranked school to be funded.

**3. Feeder/Grade Span Relationship.** The Department encourages LEAs that are unified or have multiple grade spans to submit schools at different grade span levels and schools that feed into one another. The competitive preference for Title X addresses this issue by providing additional points for applications from intermediate (middle) and high schools.

**4. Leverage/Reallocation.** The Department expects LEAs to reallocate other federal, state, and private resources toward coordinating resources to support long-term implementation of CSRD programs.

## II. Application Information

### A. Eligibility and Priorities

1. **Eligibility.** Funds for the CSRD program are awarded under two separate authorities: Title I (Section 1502; Demonstration of Innovative Practices) and Title X (Funds for the Improvement of Education). LEAs are eligible to apply for CSRD funds as follows:

**Title I:** LEAs are eligible to apply for CSRD funds supported by Title I only for those Title I schools (a) identified by the LEA for Program Improvement (PI) pursuant to the Department's June 30, 1997 and July 20, 1998 memos on standards-based accountability; (b) included on the Department's certified PI list; and (c) identified in the bottom half of the statewide distribution on both the 1998 and 1999 Standardized Testing and Reporting (STAR) program achievement tests.

**Title X:** An LEA is eligible to apply for CSRD funds supported by Title X on behalf of any school that meets the criteria in (c) above.

2. **Competitive Preference.** The following preferences will be given CSRD applications in California:

- For CSRD programs applying for Title I and Title X, competitive preference will be given to applicants based on the applicants' proposed effective, research-based methods and strategies designed to assist all students to achieve to California content standards for reading-language arts and mathematics.
- For CSRD programs applying for Title X, competitive preference will be given for schools that (a) are not funded by Title I; and (b) are at the intermediate (middle) or high school level.

Of the approximate \$15.5 million expected to be available for California, \$12.7 million will fund successful Title I applicants, and \$2.8 million will support successful Title X applicants.

### B. Funding

1. **Minimum Amount.** USDE Guidance for CSRD requires that each LEA grant award must provide **at least \$50,000** annually to each participating school. Any school applying individually (i.e., not in a consortium) for CSRD through its LEA must receive at least \$50,000 regardless of its size.

2. **Size and Scope.** The legislation further stipulates that awards to LEAs must be of sufficient size and scope to support the start-up costs for the particular CSRD program selected or developed by each participating school. In California, each award will be in an amount up to \$200 per student enrolled in the school, with a minimum allocation of \$50,000 per school site. For more information about the school budget, see Determine Budget Amounts (section II. E. 4. g.).

3. **Consortium.** An individual school funded by CSRD, regardless of its size, must receive at least \$50,000 of CSRD funds through its LEA. However, a consortium of small schools serving



a total of no more than 500 students may share the \$50,000 minimum CSRD grant award. A CSRD application from a consortium must include a single LEA Application that addresses all criteria for an LEA Application in the RFA. If more than one LEA is involved in the consortium, only one may serve as the fiscal agent, but the application must describe how the LEA(s) address the criteria. The consortium application must also include a single School Application that describes how each school addresses the criteria for the School Application in this RFA.

If a consortium serves more than 500 students, each school must complete a School Application and receive at least \$50,000 annually.

**Note:** The provision for a consortium to share the \$50,000 minimum was included in the U.S. Congress report accompanying the FY 1999 appropriation for CSRD.

**4. Continued Funding.** Grantees are eligible for continued funding for years two and three, contingent on federal funding and progress toward meeting the grantee's program goals and benchmarks. LEAs must submit continuation proposals for years two and three for each CSRD school. Proposals must include data that show progress toward meeting the previous year's goals and benchmarks that are described in the LEA and school evaluation designs and that are aligned with California's Public Schools Accountability Act of 1999. Goals and benchmarks must address student achievement, other indicators of school performance, and model implementation. The Department will monitor individual school progress through its statewide evaluation and make annual determinations as to whether schools qualify to receive continuation grants for years two and three.

**5. LEA Administrative Costs.** In addition to the annual per-school allocation, an LEA may request up to ten percent of the total budget requested by the schools it submits. These funds are to support the costs proposed for LEA administrative expenses, technical assistance, and evaluation activities. LEA administrative costs may not be deducted from a school's or consortium's minimum allocation of \$50,000. In other words, each school or consortium must receive **at least \$50,000**.

### **C. Funding Criteria**

The Department, with the approval of the State Board of Education, will award CSRD grants based on the following considerations:

- Schools that are most in need of CSRD program funding;
- CSRD program applications that have the most likelihood of success; and
- Match between the school's needs and the CSRD program.

After the budget of each successful School Application is determined, the LEA budget will be finalized so as not to exceed ten percent of the school funding.

#### D. Critical Dates for CSRD Application Process

CSRD Application Timeline	
Activity	Deadline
CSRD RFA to LEAs	April 1999
RFA Technical Assistance	April-July 1999
"Intent to Submit" Form Due	May 28, 1999
CSRD Application Due to California Department of Education	July 30, 1999
Approval of Grant Awards by State Board of Education	October 1999
Grant Awards Announced	October 1999

#### E. Application Review and Grant Award Process

Applications from eligible LEAs will be reviewed and the Department will make grant awards. To be reviewed and considered for funding, LEAs must follow the directions in Section III of this RFA.

1. **Initial Screening and Disqualification Criteria.** Applications will be due on July 30, 1999, to the California Department of Education by the LEA on behalf of the school(s) intending to implement a CSRD program. All applications will be screened for compliance with the RFA. The Department reserves the right to disqualify any or all applications that are incomplete or do not include required information such as budget forms, original signatures, required agreements between the LEA and selected service providers, or which are not postmarked or received by July 30, 1999.

The readers will disregard excess narrative and/or attachments. See Section III (A) for specific application guidelines.

2. **Scoring Process.** The District and School Support Division, California Department of Education will conduct the initial screening of applications. The Department will convene expert reviewers, including teachers who have received professional development in reading under the provisions of the California Reading Initiative, research and evaluation personnel, administrators, school board members, and parents. Reviewers will evaluate applications on the basis of the extent to which they meet the criteria outlined in the RFA and further delineated in the scoring rubric. Reviewers will score each section using the rubric's continuum, which includes the numbers and corresponding descriptors for the criteria contained in the RFA.

The following tables illustrate the total possible points for each section of the LEA and School Applications. Total points for the LEA Application are 100 and total points for the School Application are 100.

<b>Points Assigned to LEA Application</b>	
<b>Application Section</b>	<b>Possible Points</b>
Description of LEA Strategic Plan/Local Improvement Plan and CSRD	10
Identification of Schools to be Served	30
LEA Support	30
LEA Evaluation	30
<b>Total</b>	<b>100</b>

<b>Points Assigned to School Application</b>	
<b>Application Component</b>	<b>Possible Points</b>
Effective, Research-Based Methods and Strategies	35
Program Description	15
Professional Development	5
Measurable Goals and Benchmarks	10
Support Within the School	5
Parental and Community Involvement	5
External Technical Support and Assistance	5
Evaluation Strategies	15
Coordination of Services	5
<b>Total</b>	<b>100</b>

**3. Review Procedure.** As described in E,2 above, the Department will convene expert and peer reviewers to read the applications. The reviewers will be selected from Department staff, research and evaluation personnel, teachers, administrators, and parents who are knowledgeable of school reform--but who were not involved in the technical assistance effort to CSRD applicants. Reviewers will be restricted to individuals who do not have a conflict of interest with CSRD applicants.

It is expected that the review process will be conducted during a one-week period. The first two days will be devoted to training. On the first day, table leaders, chosen from qualified people including Department staff, will receive orientation on their responsibilities for facilitating the work of the reviewers. On the second day, the table leaders and reviewers will be trained in the actual review process. The remainder of the week will be devoted to the reading of the applications. Each application will be read independently by a team of three reviewers. If there is a discrepancy among scores of an individual application, the application will be re-scored by a fourth reviewer.

**4. Ranking of Applications.** All LEA/School Applications are ranked based on the total score of each application. In the example below, the total score for the Golden USD LEA/School

Application is the sum of the score of the LEA Application plus the average of the four schools' scores.

<b>Example of Total Score for Golden USD</b>	
<b>School/LEA</b>	<b>Score</b>
School A	90
School B	80
School C	60
School D	60
<b>Average score of A-D</b>	<b>72.5</b>
<b>LEA Application</b>	<b>90.0</b>
<b>Total Score</b>	<b>162.5</b>

After all CSRD applications have been reviewed, the Department will take the following steps in selecting grant awards recipients:

- a. **Apply Competitive Preferences.** The Department applies competitive preferences, i.e. points, to the LEA Applications for the following:
  - **Title I and Title X Applications:** Emphasis on students' achievement of California content standards in reading-language arts and mathematics: 10 points
  - **Title X Applications:** Non-Title I: 5 points; middle or high school: 5 points
- b. **Identify LEA Applications within Fundable Range.** Using the total score of the LEA and School Applications (e.g., 162 for Golden USD), the Department identifies all applications scoring in the fundable range of 160-200. LEAs that score below 160 will not be considered for funding.
- c. **Identify School Applications within Fundable Range.** The Department identifies all School Applications scoring in the fundable range of 80-100 within the fundable LEAs. Schools that score below 80 will not be considered for funding.
- d. **Conduct Consultations.** Department staff will consult with representatives from each LEA/school with applications within the fundable range to make a final determination about the awarding of CSRD grants. The purposes of the consultation are to determine the extent to which (1) the process of developing the LEA and School Application was the result of participation from a diverse group of school staff, parents, administrators and others in the community; (2) staff throughout the school have a broad understanding of CSRD and how it is to be implemented at the school; (3) representatives can clarify issues identified during the review process; and (4) the proposed CSRD program **initiates** schoolwide reform.
- e. **Award CSRD grants.** Schools in the fundable range will be separated into their respective funding sources, Title I and Title X. The Department computes the total

amount of funding requested by these schools. Only schools in the fundable range are eligible, despite their ranking by the LEA. If funding is sufficient, all CSRD schools and their LEAs are funded. If insufficient, schools in the fundable range are awarded grants in the rank order assigned by their LEA; i.e. all number ones funded, then all number twos, and so on. In other words, although a school may be in the fundable range, if CSRD funds are insufficient, it may not be funded, and budgets will not be renegotiated to allow for funding additional schools.

The Department may consider geographic balance when making final selection of CSRD grantees to be recommended to the State Board of Education. Such consideration may be given if both of the following conditions are met: (a) the number of fundable LEAs exceeds available CSRD funds and (b) there is a significant overrepresentation of fundable LEAs in geographic regions of the state.

f. **Determine Budget Amounts.** The LEA and school budgets will be funded at the levels requested, if the quality and need of each application are well-justified and the budgets are realistic and well supported. However, the Department reserves the right to fund some, but not all, of the schools for which an LEA has requested CSRD support. As a result, the Department may fund an LEA Application at a lesser amount if the application is not funded for all schools, or if federal funding is not sufficient to fund fully all applications that merit award. The LEA budget may not exceed 10 percent of the total funds awarded to the CSRD schools. LEA and school budgets may also be adjusted if irregularities are identified during the review process. The following factors will be considered in evaluating the school budget:

- **CSRD funds** relative to fundable LEAs and schools;
- **Number** of schools funded for each LEA and adjusted LEA budget;
- **Needs** identified at the school;
- **Number** of students enrolled;
- **Quality** of the application;
- **Justification** for the amount of CSRD funds requested; and
- **Leveraging** local, state, and private funds.

**Technical assistance** needed to implement the program.

5. **Award Notification.** Notification of awards will be made in writing to LEAs on or before October 15, 1999, after they have been approved by the State Board of Education.

**Department staff will be unable to respond to telephone calls regarding grant awards until after October 15, 1999.**

6. **Appeal Process.** Applicants that wish to appeal a grant award decision must submit a letter of appeal to the California Department of Education, Specialized Assistance Office, District and School Support Division, 721 Capitol Mall; Second Floor, Sacramento, CA 95814.

**The letter of appeal, with an original signature by the superintendent of the LEA that signed the application, must be received by November 15, 1999.**

The appeal letter must describe the factors causing the applicant to conclude that the reviewers did not follow the prescribed scoring procedure and explain why the score is in conflict with the scoring criteria or the grant award process described in the RFA. The appeal letter also must identify specific information in the application that the applicant believes was overlooked or misinterpreted. Applicants need to conduct an in-depth evaluation of the

application against the scoring criteria before submitting a letter of appeal.

The application will be re-evaluated by Department designees or staff. The Deputy Superintendent of Public Instruction of the Curriculum and Instructional Leadership Branch will make the final decision in writing by December 10, 1999.

The timeline for the application review process follows:

<b>Activity</b>	<b>Deadline</b>
Process and Screen CSRD Applications	July-August 1999
Expert and Peer Review of Applications	August 1999
CSRD Candidate Consultations	August 1999
Grant Awards Announced	October 1999

### III. Instructions for Developing a CSRD Application

The CSRD Application consists of two parts: the LEA Application and the School Application. The LEA Application must address implementation issues relevant for the CSRD program to be implemented at any of its schools. The School Application must describe the CSRD program to be implemented and provide evidence that the program is based on reliable research and effective practices. Please refer to the USDE Guidance (Attachment I) for assistance in developing the CSRD Application delineated below.

#### A. Application Guidelines

To apply for CSRD program funding, an LEA must submit an LEA Application and School Application(s) that comply with the following guidelines. Failure to comply with one or more of the guidelines will disqualify the LEA and School Applications from the review process.

1. **Content.** The content of the application must address all of the sections and present them in the same order shown in the Checklist for LEA Application and Checklist for School Application. Checklists may be found in the Appendix at the end of this document.

2. **Format.** The application must be typed (1.5 line-spacing, except for single-spaced abstract) and stapled (only in the upper left corner.) Margins must be set at least at one inch on all sides, and type must be no smaller than 10-point. Please do not add any binding or hard covers to your application. For more information on preparing an application, see: <http://www.cde.ca.gov/iasa/writing.html> (Attachment III).

3. **Length.** The LEA Application (not including each School Application) must not exceed 10 pages. Each School Application must not exceed 15 pages. Thus, an application from an LEA submitting one school must not exceed a total of 25 pages. For each additional school, the application can be increased by 15 pages; thus, an LEA submitting for two schools could not exceed 40 pages, for three schools, 55 pages, etc. The page limitation does not include cover pages and required forms. No attachments other than those required by this RFA will be reviewed or considered in the scoring process.

4. **Mailing.** One original and three copies (total: 4) must be post-marked or hand delivered on or before July 30, 1999, to the address below. No faxes or e-mail will be accepted.

Specialized Assistance Office  
District and School Support Division  
California Department of Education  
721 Capitol Mall; 2<sup>nd</sup> floor  
Sacramento, CA 95814

Attention: Tomas Lopez

## B. Application Contents

1. **LEA Application.** The LEA Application must contain the following sections. The total possible points for each section is provided in parentheses. The criteria listed in each box will be used to score the applications. For a delineation of how the criteria will be scored, see the attached scoring rubric.

- a. **Cover Page.** Complete Forms 2a, 2b, and 2c included in this RFA.
- b. **Description of LEA's Strategic or Local Improvement Plan and CSRD Program (10 maximum points).** Describe how the CSRD program is congruent with the LEA's vision, mission and beliefs and how it is aligned with the LEA Strategic Plan or Local Improvement Plan and state reforms. Explain how CSRD responds to the identified LEA needs and strengths and is in alignment with LEA goals for improving student achievement in reading, language arts, and mathematics.

*Points will be awarded for this section based on the following criteria:*

The description includes the following:

1. Alignment of the CSRD program with the LEA's vision, mission, and beliefs.
2. Alignment of the CSRD program, the Local Improvement Plan and/or the LEA Strategic Plan, and state reforms.
3. Connection between the CSRD program and the identified LEA needs.
4. Alignment of the goals of CSRD with the LEA's goals for improving student achievement in reading-language arts and mathematics.

- c. **Identification of Schools to be Served (30 maximum points).** Explain the LEA's criteria and process for selecting and ranking the schools to participate in the CSRD program. If applying for more than one school, justify the order of priority based on:

(1) STAR test results, the percentage of students not achieving California content standards in reading-language arts and mathematics, and other elements contained in California's Public Schools Accountability Act of 1999. Additional factors may include, but are not limited to, attendance, discipline referrals, retention rates, graduation rates, college-going rates, suspensions, expulsions, dropout rates, course taking patterns, and parental involvement;

(2) Quality of the school's CSRD program based on an appropriate, effective, research-based school reform model that integrates the nine required components; the school's readiness to initiate school reform; and a proposed



CSRD program designed to achieve the school's objectives within a three-year period.

*Points will be awarded for this section based on the following criteria:*

The LEA's identification of schools to be served must include a description of:

1. LEA criteria for ranking schools to participate in CSRD based on the need to improve student achievement.
2. Collaboration between the LEA and each school (e.g., representation of stakeholders, frequency of meetings, rules for decisions, and other information relevant to the collaboration).
3. LEA criteria to determine school readiness to improve student achievement. Criteria can include, but are not limited to, full stakeholder involvement in schoolwide decisions, staff knowledge of the continuous improvement model, strategies to achieve schoolwide consensus and commitment; integration of family and community resources; and a well defined program to achieve the school's objectives within the three-year CSRD program.
4. LEA process for selecting schools based on the LEA criteria for school readiness.
5. Selection of schools based on the LEA criteria to implement a high quality, well defined, research-based school reform model that integrates the nine required CSRD components.

- d. **Description of LEA's Support (30 maximum points).** Provide an LEA plan for technical assistance and support for the effective implementation of the CSRD programs selected by the schools. This plan may include helping schools in such areas as:

- (1) Using available current needs assessment data including STAR results;
- (2) Selecting school reform models that match the needs of the school's students and the capabilities of the faculties;
- (3) Aligning a school's comprehensive reform program with California state standards for reading-language arts, mathematics, and other standards adopted by the State Board of Education as well as state frameworks, reading and mathematics initiatives, and companion documents;
- (4) Assisting in the analyses of the site budget for potential adjustments to better leverage non-CSRD funds;
- (5) Developing a school-based information system that provides each school site with the data and ideas necessary to make good decisions on budget, curriculum, instruction and student achievement;
- (6) Implementing California's Public Schools Accountability Act of 1999;

- (7) Coordinating LEA professional development and linkages to other relevant support providers in support of the CSRD program; and
- (8) Implementing a public engagement process that involves families and community members and agencies in planning, implementing, and evaluating the CSRD program.

The LEA's support must include the adoption of California content standards for reading-language arts, mathematics, and other standards adopted by the State Board of Education as well as state frameworks, reading and mathematics initiatives, and companion documents. These standards, frameworks, and initiatives must be incorporated as a central element in the CSRD program. The description should delineate how LEA policies must facilitate implementation of the CSRD program at the school site.

Identify the federal, state, local, and private resources in the LEA plan for school support that are committed to implement and sustain the CSRD program. Include a plan for assisting schools with budget reallocation and leveraging strategies. Include a narrative justification that corresponds to the budget provided on Form 3 for the first year of the CSRD program. Include the amount of funds (up to 10 percent of the total amount), if any, requested for administration, technical assistance, and evaluation activities, and an explanation of how these funds will be used.

*Points will be awarded for this section based on the following criteria:*

The LEA's support to schools includes:

1. Description of the LEA's role in collaboratively developing the CSRD program with representatives from the LEA, schools, families, community, and local agencies.
2. Comprehensive technical assistance to the staff for the effective implementation of the CSRD program. This may include working with schools to (a) use available current needs assessment data in selecting a school reform model; (b) align the schools' goals with the LEA and state reforms; (c) refine school budgets; (d) develop a school-based information system; (e) develop LEA and school accountability systems; (f) coordinate professional development; and (g) develop a public engagement process.
3. Description of implementation of California content standards for reading-language arts, mathematics, and other standards adopted by the State Board of Education as well as state frameworks, reading and mathematics initiatives, and companion documents and the incorporation of the standards, frameworks, and initiatives as central elements in the CSRD program.
4. Description of ways that the LEA can facilitate the implementation of CSRD by removing barriers or streamlining operations in such areas as personnel actions, LEA reporting requirements, union

partnerships, instructional and curricular planning, and family-community partnerships.

5. LEA identification and securing of resources from federal, state, local, and private sources to support the school's CSRD model. Clear and practical approaches to assist school budget reallocations and strategies to leverage existing funds to ensure successful program implementation and continuation of school reform efforts.
6. Detailed budget breakdown by category of the LEA's use of the ten percent (10%) of CSRD funds accompanied by a convincing justification of how it supports the school's implementation of schoolwide reform.

- e. **LEA Program Evaluation for Title I and Title X CSRD Programs (30 maximum points):** The LEA program evaluation plan must provide an assessment of the (1) implementation of the CSRD model, and (2) results on student achievement, and (3) other indicators of school performance. Evaluation measures that respond to the linguistic and cultural needs of students and other CSRD participants must be included. Discussion should indicate how the LEA will build on existing LEA procedures to collect, analyze, and report data pertinent to CSRD implementation and impact. The plan must address the involvement and participation of families, community agencies, and all levels of school staff in the evaluation process.

The plan must include strategies for using program evaluation results to improve implementation and impact of the CSRD model at each school site throughout the three-year period of CSRD funding. LEAs must submit continuation proposals for years two and three for each CSRD school. Proposals must include data that show progress toward meeting the previous year's goals and benchmarks that are described in the LEA and school evaluation designs and that are aligned with California's Public Schools Accountability Act of 1999. Goals and benchmarks must address student achievement, other indicators of school performance, and model implementation. The Department will monitor individual school progress through its statewide evaluation and make annual determinations as to whether schools qualify to receive continuation grants.

Specifically, the evaluation plan must identify measurable goals, benchmarks, and indicators to be assessed on a regular basis for:

- **Student achievement**, particularly in reading-language arts and mathematics;
- **Other indicators of school performance**, such as discipline referrals, grade promotions and retentions, attendance, suspensions, expulsions, course taking patterns, graduation and college-going rates, family and community involvement; and stakeholder satisfaction; and
- **CSRD model implementation** in such areas as stakeholder support,

parent participation, continuous professional development, fidelity and progress in implementing the CSRD model selected, continuous and flexible technical support by providers, and replicability.

The plan must include baseline and subsequent years' data for the three areas listed above. It must demonstrate collaboration between the LEA and each CSRD school indicating which tasks will be the school's and which will be the LEA's responsibility. It must also indicate how the LEA will evaluate the overall implementation of the CSRD models in the schools and measure the overall impact on student achievement and other indicators of school performance.

Furthermore, the LEA program evaluation plan must align with the following:

- School application(s): Components 4 (measurable goals and benchmarks) and 8 (program evaluation strategies);
- California content standards for reading-language arts, mathematics, and other standards adopted by the State Board of Education as well as state frameworks, reading and mathematics initiatives, and companion documents;
- Department's statewide program evaluation of CSRD (see Attachment IV); and
- California's Public Schools Accountability Act of 1999.

The plan must describe how the LEA will assist each CSRD school in data collection and analysis related to Component 4 and in the development and implementation of strategies for Component 8 of the school application. The LEA program evaluation plan must discuss how student assessment measures are aligned with California content standards for reading-language arts, mathematics, and other standards adopted by the State Board of Education as well as state frameworks, reading and mathematics initiatives, and companion documents. The plan must include two or more measures, one of which must be the Standardized Testing and Reporting (STAR) program test (SAT-9), that are used to assess student progress and achievement. The plan must indicate how the information gained is used for assessing students' needs and performance. The LEA program evaluation plan must indicate how the LEA will participate in the Department's statewide program evaluation of CSRD. (See Attachment IV.) Further, the evaluation plan must be based on the LEA's adoption of the California content standards in reading-language arts, mathematics, and other standards adopted by the State Board of Education. (See Form 7: State and Federal Assurances.)

*Points will be awarded for this section based on the following criteria:*

The LEA's program evaluation plan includes:

1. Comprehensive plan for evaluating (a) the overall implementation of the CSRD models and (b) the overall impact on student achievement and other indicators of school performance.
2. Evaluation measures that are appropriate and responsive to the

linguistic and cultural needs of the students and other CSRD participants.

3. Description of how the LEA is building on existing procedures to collect, analyze, and report data, including frequency of data collection and parties responsible.
4. Evidence of involvement and participation of families, community agencies, and all levels of school staff in the evaluation process.
5. Explanation of how the LEA will work with schools to interpret and utilize program evaluation results to improve implementation and impact of the CSRD model at each school site throughout the three-year period.
6. Explanation of the collaboration of the LEA and each CSRD school with specified responsibilities in the development and implementation of a comprehensive program evaluation plan.
7. Specification of LEA's goals, benchmarks, and assessment indicators for student achievement, other indicators of school performance, and CSRD model implementation.
8. Description of data collection that includes baseline and subsequent years' results to measure progress and attainment of goals and benchmarks.
9. Description of the alignment of the LEA evaluation and Components 4 and 8 of each school's application.
10. Description of use of California content standards in reading-language arts and mathematics and of at least two or more corresponding student assessment measures, one of which must be the STAR test.
11. Explanation of LEA's requirements for and monitoring of model providers.
12. Explanation of how the LEA's program evaluation plan and procedures link with the Department's statewide program evaluation of CSRD and are aligned with California's Public Schools Accountability Act of 1999.

f. **Assurances and Certifications.** The following required assurances and certifications must be attached to the LEA Application as an appendix.

- General Assurances from IASA Sec. 14306 (Form 6)
- CSRD State and Federal Assurances (Form 7)

- Nondiscrimination Compliance Statement (Form 8)
- Federal Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility matters; and Drug-Free Workplace Requirements (Form 9)
- State Drug-Free Workplace Certification (Form 10)

**2. School Application.** The School Application must contain the following sections and be completed for each school submitted by the LEA for CSRD funding. Applications that do not contain narrative explanations for each of the nine criteria will not be reviewed for funding.

- a. **Cover Page.** Complete Form 4 included in the appendix of this RFA. Attach this form as the cover page to the CSRD Program Description outlined below.
- b. **Abstract.** Each School Application must have a single-spaced, one-page (maximum) abstract divided into four separate sections that address the following:
  - Needs of students and other program participants;
  - Goals of CSRD program and their connection to the needs of participants;
  - Summary of CSRD program, including research-based model selected; and
  - Amount of CSRD funds requested and identification of non-CSRD funds to be leveraged.
- c. **CSRD Program Description.** To be considered for funding, the School Application must (1) address each of the nine components of a CSRD program (Section B of Attachment I, USDE Guidance) and (2) provide a description of how the research-based comprehensive reform model selected by the school staff is based on reliable research and effective practices, as delineated in Appendix B, USDE Guidance (Attachment I). The criteria listed in each box will be used to score the applications. For a delineation of how the criteria will be scored, see the attached scoring rubric. Although each component must be addressed separately, the nine components should be regarded as interdependent parts of a whole school reform effort. The content written in one component should reinforce content provided in another. The School Application needs to describe how all nine components are integrated in a coherent manner.

**Note: A successful CSRD application must present a program that is comprehensive—i.e., addresses all nine of the CSRD components. Therefore, any application that receives a score of “0” in any one of its nine components will be disqualified from the review process.**

**Component 1: Effective, Research-based Methods and Strategies (35 maximum points):** According to the CSRD statute (See USDE Guidance), CSRD programs must be based on reliable research and effective practices. Provide evidence of a thorough and thoughtful examination of externally developed or locally developed comprehensive school reform models and strategies. Describe how the CSRD program is adapted to the needs of the students and school community to support the attainment of the California state content standards for reading-language arts, mathematics and other standards adopted by the State Board of Education as well as state frameworks, reading and mathematics initiatives, and companion documents. Applicants should work closely with service providers of the model selected to complete this section.

The proposed model must:

- (a) Include innovative strategies and proven methods of student learning, teaching, and school management;
- (b) Be based on reliable research and effective practices; and
- (c) Have been successfully replicated in schools with diverse characteristics.

The USDE Guidance contains Appendix B, a “Continuum of Evidence of Effectiveness”, which presents four elements that must be considered in selecting an effective model. The four elements, listed below, constitute the bases for the selection criteria for Component 1.

**Element 1: Theoretical or Research Foundation for the Program:**

*Points will be awarded for this element based on the following criteria:*

The discussion of the theoretical or research-based foundation for the model must include:

1. Comprehensive explanation of the theory behind the design for each model selected.
2. Description of the broad base of research literature that strongly supports the success of the model in improving student achievement.

**Element 2: Evaluation-Based Evidence of Effectiveness:**

*Points will be awarded for this element based on the following criteria:*

A description of the evaluation-based effectiveness must include:

1. Results from a control group design in which the experimental group shows significant gains in student achievement. The groups were large-scale and represent one of the following types of groups: (a) LEA-wide, (b) national random assignment, or (c) carefully matched comparison groups.
2. Student achievement gains have been sustained for three or more years.
3. Student achievement gains have been confirmed through an independent and valid third party evaluation.

**Element 3: Implementation:**

*Points will be awarded for this element based on the following criteria:*

A description of effective implementation must include evidence that:



1. Model has been fully implemented in multiple sites for more than three years.
2. Documentation is available that specifies the model's implementation requirements and procedures, including staff development, curriculum, instructional methods, materials, assessments, costs, and parent and community involvement.
3. Costs of full implementation are specified, including an explanation of the model's purchase price for the costs of materials, staff development, additional personnel, and other areas to implement the model.
4. Model has been successfully implemented in schools that have characteristics similar to the target school: same grade levels, similar size, similar poverty levels, similar student demographics such as racial, ethnic, language minority composition, and similar student achievement.

**Element 4: Replicability:**

*Points will be awarded for this element based on the following criteria:*

A description of replicability must include:

1. Evidence that the model has been replicated successfully in a wide range of schools and LEAs, e.g. urban, rural, suburban, and appropriate grade spans.
2. Information and documentation that specifies the model Implementation requirements and procedures such as, but not limited to professional development, curriculum, instructional methods, materials, assessments, costs, and parent-community involvement.
3. Review and evaluation of replication sites, demonstrating significant student achievement gains comparable to those achieved in the pilot site(s).

**Component 2: Program Description (15 maximum points):** Describe how the selected model will be implemented within the context of a comprehensive program that matches the school's needs. Explain how the comprehensive design aligns the school's curriculum, technology resources, and professional development into a schoolwide reform plan to enable all students—including students performing below grade level, students living in poverty, linguistically and culturally diverse students, American Indian students, migrant students, students neglected by their families, students in the criminal justice system, students affected by violence or substance abuse, students who are homeless, and students with disabilities—to meet California content standards, especially for reading-language arts and mathematics. In addition, note how the effort addresses the needs of all participants, including parents and staff, as identified in a comprehensive needs assessment.

*Points will be awarded for this section based on the following criteria:*

1. Comprehensive design that provides details on how the model will be implemented for effective school functioning including instruction, assessment, classroom management, professional development, parental involvement, and school management. The selected model is aligned with the school curriculum, technology, and professional development programs for schoolwide reform.
2. Description of how the comprehensive design will enable all students, including students with special needs, to meet California content standards, especially reading-language arts and mathematics, adopted by the State Board of Education.
3. Plan is based on student achievement data for all students and contains the needs of all participants, including parents and staff, as identified in a comprehensive needs assessment; and examination of student achievement data is tied to the selection of the model.
4. Comprehensive design that includes the demographic data of the school and responds to the cultural, linguistic and academic needs of all students.
5. Description for the first year of implementation and a general overview for the second and third years.

**Component 3: Professional Development (5 maximum points):** Describe the professional development plan that is intended to improve instruction.

*Points will be awarded for this section based on the following criteria:*

Professional development for the proposed CSRD program includes a plan that:

1. Is focused on identified student needs in reading-language arts and mathematics.
2. Has aligned the comprehensive school reform program and the selected models and includes a proposed timeline.
3. Is aligned with California content standards for reading-language arts, mathematics, and other standards adopted by the State Board of Education as well as state frameworks, reading and mathematics initiatives, and companion documents and is tied directly to what teachers do in the classroom.
4. Promotes high quality, in-depth and continuous teacher and staff professional development.
5. Allocates time for educators to reflect, analyze, and refine their professional practices.
6. Identifies administration participation support and follow-up and uses existing staff development resources and days for CSRD professional development activities.
7. Focuses on building site capacity to sustain reform.
8. Provides for multiple learning opportunities including, but not limited to: coaching; analysis of portfolios; examination of student work; and membership in peer support groups.
9. Includes family and community members as active participants and decision-makers who receive professional development to help them become integral educational partners.

**Component 4: Measurable Goals and Benchmarks (10 points):** As part of its comprehensive school reform plan, each school must have measurable goals and a benchmark timeline to serve as: 1) an ongoing monitoring mechanism for school staff, and 2) the basis for the yearly CSRD program evaluation.

LEAs must submit continuation proposals for years two and three for each CSRD school. Proposals must include data that show progress toward meeting

the previous year's goals and benchmarks that are described in the LEA and school evaluation designs and that are aligned with California's Public Schools Accountability Act of 1999. Goals and benchmarks must address student achievement, other indicators of school performance, and model implementation. The Department will monitor individual school progress through its statewide evaluation and make annual determinations as to whether schools qualify to receive continuation grants for years two and three.

These measurable goals and benchmarks must be directly related to the comprehensive needs assessment and must address the following areas:

- (a) **Student achievement** of California content standards in reading-language arts and mathematics, including the use of STAR and other measures contained in the provisions of California's Public Schools Accountability Act of 1999.
- (b) **Other indicators of school performance** such as attendance, discipline referrals, grade promotions, grade retention, suspensions, expulsions, and course-taking patterns, graduation and college entrance rates; and parent involvement, specifying the desired success rates for the selected indicators, such as an increase in school attendance to 98 percent or a decrease in grade-level retention to a one percent rate.
- (c) **Implementation of the CSRD reform model**, in such areas as stakeholder support, parent participation, continuous professional development, monitoring of progress, and fidelity in implementing the CSRD model selected.

*Points will be awarded based on the following selection criteria:*

The description of measurable goals and benchmarks includes:

1. Delineation of measurable goals and benchmarks for student achievement of California content standards, other indicators of school performance, and full implementation of and fidelity to the reform model(s) selected by the school.
2. Timeline for attainment of benchmarks.
3. Description of use of STAR and other measures used to monitor student attainment of California content standards for reading-language arts and mathematics and yearly progress as a result of the selected model.

**Component 5: Support within the School (5 maximum points):** Describe the support and commitment for the CSRD program from the school staff, including teachers, support staff, classified staff, and administrators. Explain how the staff, administrators, and other stakeholders reached agreement on the program goals and benchmarks. Describe how the budget demonstrates staff and administrators' support and involvement. Please remember that the proposed budget for CSRD funds must be in an amount up to \$200 per student enrolled in the school, with a minimum allocation of \$50,000 per school site, as described in the Funding Range Section (II.B.2) of this RFA.

*Points will be awarded for this section based on the following criteria:*

The description of support within the school includes:

1. Staff and administrators' collaboration in the process for the selection of the model and the development of the CSRD program.
2. Staff support and involvement in the CSRD program and the amount of time designated to plan and implement.
3. Agreement by staff and other stakeholders on common targets, goals, and benchmarks.
4. Budget that reflects allocations to support the school effort, including salaries, release time, use of existing professional development resources and days, and other areas.

**Component 6: Parental and Community Involvement (5 maximum points):** Describe a comprehensive plan for involving parents and the community in the development and implementation of school improvement activities. Provide details on parent participation and engagement activities and strategies for involving the community in CSRD program efforts. In addition, describe efforts designed to help school staff become more knowledgeable about families and their communities.

*Points will be awarded for this section based on the following criteria:*

A description of family and community involvement includes:

1. Comprehensive and systematic plan to involve parents and community members in the planning, implementing, and evaluating the CSRD program.
2. Plan that shows how parents and community members (a) are viewed as critical members of the school-community; (b) are

actively involved in on-going two-way communication between the home and the school; (c) participate in determining school goals; (d) participate in on-going monitoring and evaluation, and (e) are provided needed skills to assist with the implementation of reform.

3. Explanation of family participation and engagement activities and strategies that demonstrate extensive community involvement and shared resources in the CSRD program.
4. Plan for the participation of school staff in the ongoing professional development to improve their knowledge of students' families and communities, including family resources.

**Component 7: External Technical Support and Assistance (5 maximum points):** Describe the high-quality technical support and assistance that will be provided by the external service provider(s) to support the CSRD program during the three-year program. The external service provider(s) may come from a variety of entities, including but not limited to, program model developers, Statewide System of School Support, Comprehensive Assistance Centers, and universities. (See CSRD Web page, Attachment II.) Include evidence of formal agreements of technical assistance support such as but not limited to a Memorandum of Understanding (MOU), a contract, or other formally written agreements from the external service provider or other external entities. A signed, written agreement of technical assistance support must be included as an appendix to the School Application. **Failure to include this agreement will disqualify the application.**

Include a proposed timeline of activities related to technical support.

*Points will be awarded for this section based on the following criteria:*

The plan for external technical support and assistance includes:

1. Description of high quality technical assistance that guides model implementation, monitors progress, and builds capacity of the onsite staff to implement the model.
2. Detailed timeline noting the frequency and duration of technical assistance visits and the shift from model initiation to a fully empowered site implementation of the model.
3. Formal agreements of technical assistance that include provisions for non-performance and renegotiations of agreements in MOUs, contracts, or other formally written and signed agreements from the external service provider or other external entities.

**Component 8: School-Level Evaluation Strategies (15 maximum**

**points):** Each school participating in CSRD must have a comprehensive program evaluation plan that assesses the school progress on the goals and benchmarks that are delineated under Component 4. The plan must include assessment of (a) student achievement, (b) other indicators of school performance, and (c) CSRD model implementation. Describe how the school and LEA will collaborate to develop and implement such a plan.

Link the measurable goals, benchmarks, and multiple measures from Component 4 to this evaluation plan. Schools participating in CSRD must agree to participate in the statewide CSRD program evaluation conducted by the California Department of Education. The Department will monitor individual school progress toward meeting previous year's goals and benchmarks that are contained in the school evaluation. LEAs must submit continuation proposals for years two and three for each CSRD school. Proposals must include data that show progress toward meeting the previous year's goals and benchmarks that are described in the LEA and school evaluation designs and that are aligned with California's Public Schools Accountability Act of 1999. Goals and benchmarks must address student achievement, other indicators of school performance, and model implementation.

*Points will be awarded based on the following selection criteria:*

The description of the evaluation plan includes:

1. Comprehensive plan for evaluating impact on student achievement, impact on other indicators of school performance, and overall model implementation.
2. Description of the collaboration between the LEA and the school in developing and implementing the program evaluation plan.
3. Linkage of measurable goals and benchmarks in Component 4 to the school's evaluation plan.

**Component 9: Coordination of Resources (5 maximum points):** Explain how resources will be coordinated to support and sustain the program. Describe how CSRD funds will be used to leverage a variety of resources from other sources (local, state, federal, private) to expand and sustain school reform. Explain how these efforts will be sustained after federal funding is no longer available. Use Form 5 (Individual School Budget) to provide a line-item budget for the CSRD program. Include other funding sources that will be used to support and sustain the program.

*Points will be awarded based on the following selection criteria:*

The description of coordination of services and leveraging of resources includes:

1. Description of how CSRD funded services will be coordinated and aligned with other existing services (local, state, private) to the school.
2. Explanation of how CSRD funds will leverage a variety of existing resources from funding sources and other reform initiatives and coordinate services in order to expand and sustain school wide reform. The resources may include, but are not limited to, local, state and federal agencies, higher institutions of education, social agencies, law enforcement, local government, business and industry, technology sources, visual and performing arts agencies, training and professional development agencies/resources, and private foundations.
3. Description of the alignment of expenditures that addresses coordination and compliance issues. Expenditures demonstrate leveraged support for CSRD goals and comply with all applicable provisions of federal, state, and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds.
4. Explanation of how the CSRD program will be sustained after federal funds are no longer available.

- d. **Appendix.** Attached documentation (e.g., Memorandum of Understanding or other signed agreement) between the school and the relevant model developers or service providers who will furnish technical assistance on the research-based model selected as part of the CSRD program. A signed, written agreement of technical assistance support must be included as an appendix to the School Application. **Failure to include this agreement will disqualify the application.**

Do not include any information or documents in the Appendix not specifically requested in this RFA.



## **Appendix**

Scoring Rubric

Application Checklist for LEA Application

Application Checklist for School Application

*Form 1:* Intent to Submit CSRD Application

*Form 2a:* LEA Cover Page, Parts I and II: Application Information and Signature

*Form 2b:* LEA Cover Page, Part III: Identification of Schools to be Served

*Form 2c:* LEA Cover Page, Part IV: Selection of Comprehensive Reform Model

*Form 3:* LEA Budget Page and Directions for Completion

*Form 4:* School Cover Page

*Form 5:* School Budget Page and Directions for Completion

*Form 6:* CSRD General Assurances (IASA Sec. 14306)

*Form 7:* CSRD State and Federal Assurances

*Form 8:* Nondiscrimination Compliance Statement

*Form 9:* Federal Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

*Form 10:* State Drug-Free Workplace Certification